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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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By William MacDonald

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EDITORIALS

Dead Motors

GRAF ZEPPELIN, with fifty-eight passengers, was scared when two of its five motors went dead. It was bad enough to try to land its passengers safely in France. Even the faith of the pilot was not adequate when they thought of sixty hours over the Atlantic Ocean with two dead motors.

A dead motor represents dead material in a course of study that is expected to carry boys and girls into manhood and womanhood over a tempestuous sea of human nature.

An Educational Library

IT IS THE purpose of United States Commissioner of Education to have an Educational Library in the Bureau of Education that will be world famous. In an address before the American Library Association at its recent meeting in Washington he revealed some phases of his vision for the Educational Library. The library of the Bureau already has 24,763 volumes of university and college reports, 2,365 state reports, and 11,936 city and town reports.

Dr. Elmer Ellsworth Brown, who became Commissioner of Education in 1906, secured from the Library of Congress a trained librarian, and planned the development of an Educational Library, but this did not materialize as he desired. Now the plan is being revived, and is to be both modernized and magnified.

Frank W. Ballou, re-elected superintendent of Washington, D.C., for three years, simply follows the trend.

Progressive Superintendents

LENGTH of service is no suggestion of lack of modernism. Pennsylvania has a county superintendent who has served thirty years, J. W. Sweeney, Ridgway, Elk County; three who have served twenty-seven years, T. S. Davis, Hollidaysburg, Blair County; William W. Evans, Bloomsburg, Columbia County; and George A. Grimm, Nazareth, Northampton County; and one who is serving his twenty-fifth year, Livingston Seltzer, Pottsville, Schuylkill County.

These five county superintendents are among the most progressive public school men of the state. It is often true that length of service means increased modernism. It is equally true that a relatively young educator is the deepest in the

ruts. Anyone who thinks that he has learned something that is the last word in psychology or methodology is already in seer and yellow leaf and should be retired to an Old Folks Home and make way for some progressive educator of seventy-five.

Gloucester's Record

GLOUCESTER, Massachusetts, Ernest W. Fellows, superintendent, and Wilfred H. Ringer, principal of the high school, have the honor record of New England in admission to the Naval Academy of Annapolis and the Military Academy of West Point since 1896. Both attainments are high water mark in scholarship and physical fitness.

Last June two Gloucester graduates were graduated from West Point. There is now a Gloucester High School graduate in West Point, and two others have received their appointment for June, making three graduates of 1927 in West Point the coming year. There will also be three representatives of the Gloucester High School in Annapolis next year. This is probably the record for the United States in representatives from one city high school in the two Federal schools.

The gift of four million dollars for decentralized playgrounds, day nurseries, and dental clinics by August Heckscher is paving the way for others to help make manly boys.

Yawberg of Parma

AFTER fifteen years as superintendent of Cuyahoga County, Ohio, A. G. Yawberg accepts the tempting offer of the superintendency of Parma, one of Cleveland's most fascinating suburbs. Mr. Yawberg has been one of the leading county superintendents of the country, and he has lost to the county many of his star schools that grew into independent districts. He has an exceptionally interesting opportunity at Parma.

Interesting Testimonial

CHARLES R. ALLEN, whose service to the cause of vocational education in Massachusetts and in Washington has had few parallels, has received a most unusual testimonial in a beautiful volume of personal testimonies of appreciation. This means all the more to us since we were present on the occasion which culminated in the presentation of a watch "In Recognition of his Nation-wide Service to Vocational Education," by Charles A. Prosser.

The introduction is by Paul H. Hanus, who wrote: "His untiring industry and his quietly aggressive advocacy of policies and practices that his common sense and his uncommon sense judged to be sound, have placed us all under lasting obligations to him."

Dr. David Snedden wrote: "His courtesy and tact towards all with whom he came in contact were never failing. His industry was tireless. . . . He was never out of touch with the numberless limitations of experience, public support and educational co-operation which beset every step of the way."

Dr. Payson Smith wrote: "His keen sense of humor saved many a ludicrous situation. . . . Time or personal convenience meant nothing to him. . . . Widely read and versatile. . . . He knew his job, but did not bother to impress others with that fact."

Edward J. Tobin's latest linking of life in school to life out of school is the great achievement of the times.

Improving the Bureau

THE Secretary of the Interior is making a good beginning in improving the Bureau of Education. He has had the Commissionership given a "first-class" rank. This means that the Commissioner will have an assistant commissioner, and this automatically raises the Commissioner to the top, and the salary goes up with the increased dignity. The humiliation of this is that those who thought they knew all about the Bureau never knew that a little thing like the creation of assistant would have such an effect upon the financial dignity of the Commissioner.

President Goodnow Resigns

THE resignation of Dr. Frank J. Goodnow, as president of Johns Hopkins University, calls attention to the fact that he has been an exceptionally successful leader of the famous university in its material and spiritual activities, but we are chiefly interested in the professional function of the public schools of the city and of the Department of Education of the University.

He has been an active member of the city board of education for nine years, and has five years more to serve under his latest appointment. He was first appointed to fill out an unexpired term, was then appointed for six years, and was reappointed for six years a year ago.

He has also been a loyal supporter of the heroic plans of Dr. Edward F. Buchner in building up the Educational Department of the University.

There is great rejoicing in the city that Dr. Goodnow has decided to make Baltimore his home upon retirement this summer.

Louisiana Leads the World

WILL ROGERS always has the latest word. On May 15 every city in the country had one paper carry this:—

> "Philadelphia.—Farm relief, stock market, Federal Reserve, chain stores, mass production, and all that, is a joke. The State of Louisiana, without any blare of trumpets, is doing the biggest thing being done in our land today. They stood highest in illiteracy. They opened up moonlight schools and are teaching over a hundred thousand to read and write; mostly older people. They are going to wipe out illiteracy in two years with both whites and blacks. That beats all your luncheon clubs and your good roads, and your advertising campaigns. That's like learning the cripple to walk and the blind to see. One hundred thousand happy citizens will bring your state more dividends than one hundred thousand miles of bonded concrete roads will."

Louisiana was at the foot of the list in illiteracy. State Superintendent Thomas H. Harris, with his characteristic energy, rallied the people for a matchless crusade, and, as Will Rogers says, they are teaching everybody, white and black, to read and write.

Iowa, at the head of the list in literacy, is scouring the state to make sure that Louisiana doesn't displace her.

The complete recovery of President Butler of Columbia University, after a month in a hospital after an operation, means much to the academic world.

Law Observance

W. C. DURANT'S prize offer of $25,000 for the best and most practicable plans to make the 18th Amendment effective and his school prize offer of $5,000 have resulted in a book of 573 pages, which is probably the most important volume that will ever be published upon the present crisis in law enforcement.

There were 23,230 essays offered by contestants. There were plans by convict and by college presidents, by prominent business men of New York, and by a missionary on the Gold Coast of Africa.

There were one hundred classes of people in the contest.

Nine prominent men finally served on the committee of award. Fifteen had accepted positions on the committee, but six of these were for various reasons unable to meet the responsibility of service. Dr. W. O. Thompson, Columbus, Ohio, president-emeritus, Ohio State University, and moderator of the Presbyterian Assembly, was chairman. No other American has had the same prominence in efficient devotion to public welfare that Dr. Thompson has enjoyed. Dr. William H. Allen, director of Institute for Public Service, New York City, secretary of the Board, and wheel-horse in active service, is an expert in service of this kind.

The volume is of incalculable value for what it reveals as to non-enforcement of law and even more for the quality and quantity of discussion of future governmental needs.

"Unbelievable Accomplishments"

GEORGE J. RYAN is elected president of the New York City Board of Education for the eighth consecutive year, which distinction he has won by the "unbelievable accomplishments" of the Board of Education. He said:—

> "Prior to 1922 the history of the dealings of the officials of the Department of Education with municipal authorities was replete with bitter bickerings, with caustic criticisms and with obstructive tactics that culminated in vituperative correspondence and deplorable press comment, and inevitably retarded the work of the board. The reign of common sense in the department has at least healed this sore spot that caused continuous unrest."

The beauty of this is that the same peace and prosperity reign in Chicago and every other city in the United States for the first time in American history.

Ward Accepts Chester

DR. DAVID A. WARD, superintendent of Wilmington, accepts the superintendency of Chester, at a salary increase of a thousand dollars a year. Chester is one of the best school cities in Pennsylvania, and is one of the most enterprising cities of the country. The population increased one-fifth in the last five years. Wilmington made a great record under Dr. Ward's leadership, and he goes to Chester equipped to make that a banner city.

Supervisors at Atlanta

THE newly created Department of Supervisors and Directors of Instruction will have its first summer session at Atlanta, Miss Mary A. Mugan, assistant superintendent, Fall River, Massachusetts, president; James F. Hosic, Teachers College, secretary.

The general topic is "Outstanding Problems of Supervisors." The speakers will be: J. Cayce Morrison, State Department of New York; Mary McSkimmon, Brookline, Mass; Harold M. Bixler, Atlanta; Danylu Belser, Montgomery, Ala.; Hattie S. Parrott, Raleigh, N.C.; James F. Hosic; Minnie S. Martin, Raleigh; Luella Chapman, Buffalo; W. P. Twaddell, Durham, N.C.

Belding's Page

PERSONALITY FOREMOST

THAT Cleveland hospital which became a death trap for scores of men and women when X-ray films took fire possessed equipment which was the last word in up-to-dateness. But equipment alone does not save us, healthwise or educationally.

The human factor failed at some point; perhaps at several points. And wholesale tragedy followed.

Investigation after the event showed that a fire door had been left open. Perhaps it was the custom to leave it open. Perhaps it should have had a strong spring to keep it shut. Perhaps it was the fault of one person; perhaps the carelessness of many.

Examine the schools and see what is their greatest lack. Some will be found to need better furniture and apparatus; more modern textbooks; new radios and movie lanterns; ampler buildings. But many a school which has been provided with every material improvement purchasable with money still contains elements of weakness in its personnel. Good equipment may often improve the grade of work performed by inferior teachers. But it never entirely makes up for deficiencies in that quarter.

Personality redeems an institution for service. Equipment without personality is well nigh worthless.

INDIVIDUAL DIFFERENCES

SUPERINTENDENT F. J. VOGLTANCE, of Colfax County, Nebraska, is an enthusiast for the one-room school, in preference to consolidation. He believes that most of the critics of the one-room school are ignorant of the modern type, with its adequate equipment, and are thinking of some homely school of an older period which they once knew.

In a recent bulletin Superintendent Vogltance has effectively dispelled the idea that any norm of perfection can be set up for teachers. While the teacher in the one-room school is all-important, he or she is bound to be human and to share human frailties.

To quote from this rural superintendent's highly thoughtful circular:—

Education received in colleges does not always remedy the cold and defective heart, or disposition, or personality, or lack of ambition and enthusiasm any more than different kinds of food change the color of one's hair. There are dispositions that cannot be educated to appreciate some of the beauties of art, literature, music, behavior, etc.—Carlyle wrote the following to his friend, William Bell Scott:—

"Ah, well, I can make nothing of artists, nor of their work either. Empty as other folks' kettles are, artists' kettles are emptier, and good for nothing but tying to the tails of mad dogs. So little do I care to venture on these speculations, I have never been at an exhibition all the many years I have lived in London."

Tolstoy denounced art as "filth and abomination." Henry Ford said about three years ago: "I would not give five cents for all the art in the world."—Emerson appreciated art enough to write the best essay that ever was written on "Art." But what he wrote about musical artists is worth quoting: "How partial, like mutilated persons, the musical artists appear to me in society! Politics, bankruptcy, frost, famine, war,—nothing concerns them but a scraping on a catgut, or tooting on a brass French horn. The crickets in the grass chirp their national song at all hours, quite heedless who conquers, Federals or Rebels, in the war, and so do these."—No amount of education would have trained Voltaire, or Payne, or Ingersoll to appreciate and enjoy the teachings of religion. Goethe knew human nature when he wrote: "Each man learns only that which learn he can." There are very few many-sided geniuses like Goethe, Aristotle, Leonardo da Vinci, or Michael Angelo.—William Blake had a hatred of all reason and organized knowledge, just as a very few of our teachers seem to have. A majority of the Ancient Greeks praised those who won honors at the Olympic games,—composed songs, poems,—erected monuments to their memory,—but they poisoned Socrates, killed Demosthenes, exiled Pythagoras, Pericles, etc. The Romans almost worshiped their gladiators, but they killed Casear and Cicero,—even Virgil barely escaped being killed at one time.—Our teachers are human and have their likes and dislikes just as philosophers, statesmen, professors and others have. Some even choose the conditions of poverty, as did Socrates, Diogenes, and Epaminondas, when those of wealth are equally open to them. Some will not learn one bit more than the law requires; to them graduation means the completion of education. Very few of us follow the example of Aristotle and Leibnitz who, in the wealth of their information and the productiveness of their genius, stand unequaled. Very few of us put our hearts into our work as did the world's superior teachers,—Buddha, Confucius, Shotoku, Socrates, Plato and Jesus.

TO BOOM DEBATE

ONE of these days we shall wake up to the fact that there are too many organizations. Then possibly we shall have the courage to kill off a lot of them, so that we may have time to go about our respective businesses with fewer interruptions and less whooping. Until that crucial moment arrives, we must welcome each new society that appears to serve a worthy purpose.

Today we have a national honorary forensic society for junior colleges. Its name is Phi Rho Pi.

The object for which Phi Rho Pi stands, namely, the cultivation of debate and public speaking and the encouragement of contests which spur the students of junior colleges to cultivate their talents along those lines, is deserving of praise.

Phi Rho Pi adds one more to the non-secret societies which promote excellence in intellectual work—a series which began a century and a half ago with the founding of Phi Beta Kappa.

Anson W. Belding

Associate Editor.

Are High Schools Sufficiently Democratic?

(Discussion Continued from May 20)

By O. MYKING MEHUS

Northwest Missouri State Teachers College, Missouri

WE should like to be able to answer this question in the affirmative, but when we face the facts we are forced to give a negative answer. Democracy in our high schools must necessarily mean equality of educational opportunity. At the present time we do not have equal educational opportunity for all our children. In too many cases the mere accident of the geographical location of the child's place of birth determines whether or not he will be able to secure a high school education.

In the state of Missouri the State Teachers Association has made a thorough study of the inequalities of the ability to support high schools in the different sections of our state. This study shows that in the 566 school districts in Missouri which maintain first-class high schools the assessed valuation per pupil in average daily attendance varies from more than $20,000 per pupil in average daily attendance to less than $700. This study further shows that 283 districts have an assessed valuation of more than $4,105 per student and 283 high school districts have less than this amount. If we take the twenty-two first-class high school districts that show the largest wealth per student in average daily attendance, we find that by levying the constitutional maximum for teachers' wages and incidental expense these districts could raise from $100 to $206 for each pupil in average daily attendance. This amount decreases until we find that there are sixty-one first-class high school districts which could raise with the maximum levy only from $7 to $20 for each pupil in average daily attendance.

The eighty-eight second-class high school districts show about the same variation. With the maximum levy eight of these districts would have less than $20 per pupil in average daily attendance, while ten would have more than $100 per pupil. A maximum levy would produce $176 per student for the wealthiest district and only $10.34 for the poorest district.

Practically the same conditions are found among the 216 districts maintaining third-class high schools. The maximum levy would produce less than $20 per pupil in thirteen districts, while the same levy would produce more than $100 in eighteen districts. The poorest district could produce only $9.35 per pupil, while the wealthiest district could produce $258 with the same levy.

These differences in financial abilities lead naturally to differences in educational opportunities. One county with an assessed valuation of $1,857 per inhabitant has sixty students enrolled in high school for each 1,000 persons living in the county, while another county with an assessed valuation of $511 per inhabitant has only ten students enrolled in high school for each 1,000 persons living in the county. Does this mean democracy?

Today we are realizing as never before that education is no longer a local community affair, but that the education of the youth of the land is a state responsibility. Today we know that a child who has been brought up in a community too poor to give it adequate educational opportunities may leave that community later and become a liability or a menace to some other community. Therefore in order to safeguard every community of our country we must insist on equal educational opportunities.

Unfortunately the inequalities found in Missouri can be duplicated in every state of the Union. When only one-half of the young people of high school age are found in our high schools we must realize that our high schools are not sufficiently democratic. Possibly this is partly due to the antiquated and obsolete college preparatory course yet to be found in so many of our high schools, but most certainly a large percentage of young people are not attending high school because of the lack of adequate educational opportunities.

We have wealth enough in our country to give every boy and girl a high school education. Our high schools cannot be said to be thoughly democratic until that ideal is reached.

By HARVEY S. GRUVER

Superintendent, Lynn, Mass.

ARE our high schools sufficiently democratic? No! Are they becoming more democratic? Yes!

Democracy in America is an ideal which we are striving to attain. The ultimate attainment will depend more upon the work in our public schools than on any other single agency.

It will not be attained in our high schools until every individual seeking an opportunity will be given the best type of training that is possible for the high schools to give. We have a long way to go before this will be accomplished.

The increased number of pupils entering our secondary schools during the past ten years has presented an educational problem, the like of which no nation has ever been required to meet. Merely providing the physical equipment alone has been a tremendous tax upon the resources of our country. The training of the additional number of teachers to equip the schools was a close second requirement.

These two phases of the problem left little time and resources for solving the third and by far the

most important phase of the problem, namely, "the adjustment of the program of work to individual needs."

During this period of rapid increase in the number of pupils attending our secondary schools, many of whom were below the standard of both attainment and native ability previously maintained, it has been a difficult matter to keep the standard of scholarship from being lowered. In the main, however, this increased interest in secondary schools has promoted democracy inasmuch as a larger proportionate number are receiving the benefits of secondary education.

It is a difficult matter to determine who shall be admitted to the secondary school. Accepting the democratic point of view and to a large extent the demands of a democratic society, many have been admitted to the secondary school who have not been able to profit under the present arrangement.

Now that the marked increase has about reached the limit of its expansion, we are ready to begin the refining processes in our program of studies. In this next step two things will be of extreme importance; first, a scientific and comprehensive testing program, whereby the individual capacities and needs may be as accurately determined as can be accomplished with our present means for understanding this problem; second, a guidance program, whereby every individual after his capacities, interests, and possibilities have been determined, may be directed to the type of educational opportunities which best serves his needs.

Similarly, the administrative procedures pertaining to secondary schools are becoming more democratic. The tendency in secondary education in the United States today is toward the comprehensive high school, whereas the development of secondary education was formerly along specialized lines, marked very largely by a so-called social distinction. In this social gradation of secondary schools the college preparatory was presumed to occupy the highest plane of social recognition. Next to this was the general or perhaps what approaches more nearly to the present comprehensive high school. Following this in order were the technical, commercial, and vocational secondary schools. Under the comprehensive plan of organization social distinctions are rapidly being eliminated.

The foregoing statements justify the conclusion that our schools are becoming more democratic.

By EUGENE BERTRAM WILLARD
Chelsea, Massachusetts

JOHN J. TIGERT, president of the University of Florida, in your issue of May 20, affirms our position exactly when he says: "The high school today is more democratic than ever before in supplying opportunities for education to the youth of the nation."

But the modern high school has hardly yet developed to the point where it may be said to have adapted itself to the individuality of each pupil. And in too many high schools cliques are allowed to dominate school activities, especially where fraternities and sororities flourish. These cliques have a deadening effect upon the mental and moral life of the pupils and have done more than any other thing to undermine whatever democracy there may be. Sometimes these cliques are an incentive among high school pupils to go after questionable "stimulants," and sad to say it has been proved that such stimulants have been quaffed from pocket flasks. All this necessarily tends to decadence of character, to loss of manhood and womanhood, and to the destruction of the lofty ideal that should broaden and enrich every high school career.

Every high school should be a real *brotherhood* if democracy is to prevail. Inequality of privilege must be frowned upon. Pupils whose parents have money too often worship both the power and the privilege which wealth guarantees. These form themselves into snobbish cliques, and often openly snub their less fortunate classmates.

How, then, can the high school be made more democratic? By asserting the truth of the motives of the brotherhood of man, and the inspiring of all pupils with loyalty to them first, last and all the time. The primary duty of the high school is to insist upon the leveling of all social distinctions within the institution, and giving proper guidance regardless of race or creed or social position through vigorous moral teaching. High school pupils who are honestly loyal to the principles of real democracy, even if only a resolute minority, would leaven the lump of high school democracy and save it from any possibility of well-merited censure.

The master key to real democracy within the high school is a deeper sympathy with the aims and attainments of every boy and girl. Modern high school education has a destiny in which every youth has a part. The brief moment of studentship is enough to live well in, and leave true democracy behind it. Democratic youth, in its promise, and its performance, ought to be the true first-fruits of education.

The truth is that too many of our high schools are failing to live up to Lincoln's third postulate. In too many of them, too often, we have government of the pupils, not by the pupils, and for some one fraction of the pupils. Despite the most extraordinary growth of secondary education, and despite the equally extraordinary tendency of youth to seek education in the high schools, there are still schools where really poor but highly deserving pupils do not find it easy to make any progress at all. It often seems a miracle that these pupils get along as well as they do.

More "Truth" About Marks

By JOHN LUND

Superintendent, Norwalk, Conn.

IN the Journal under date of April 1, V. H. Culp of Northern State Teachers College, Aberdeen, S.D., discusses the "Truth About Marks." It is not the purpose of the present article to discuss the various assertions and valuable conclusions advanced by Mr. Culp. I use his discussion rather as a starting point for the consideration of what we might term more "truths" about marks.

For as long as schools have existed I suppose we have had "marks" and "report cards" in one form or another. As teachers, no matter how we have differed as to methods and techniques of teaching, content of courses, materials of instruction and the like, we have all of us always assumed that "marks" in subject matter were necessary and inevitable. So long and persistently have we marked pupils on achievement in mastering subject-matter that pupils and parents have come to regard these marks as the end-all of education. The parent's pride or lack of it in the child and the child's peace of mind or lack of it have always and forever been determined by the mark. Medals are awarded, spankings administered, suppers withheld, holidays brightened or saddened, indigestion fostered or prevented, all on account of marks. They have figured as ogres in nightmares or golden mansions in day dreams. And as Mr. Culp has pointed out teachers have too often just guessed and blundered on, affected frequently by considerations having little or no bearing upon real achievement and growth by the pupil.

It is far from my purpose to advocate the abolition of marks or report cards, although that were better perhaps than to perpetuate the practice which so often borders on a travesty. We must agree that pupils and parents are entitled to an accounting of some sort. We would also agree, I am sure, that such accounting must be honestly revealing of certain factors important to the three principal parties concerned and in the order named, the child, the parent, and the school.

To the child the mark and the message of the report card or folder, or what have you, should represent an honest judgment, honestly and openly arrived at, of his needs and accomplishments educationally in the broadest sense. It should point the way to honest self-judgment and self-improvement.

To the parent it should offer all of this and more. It should be so devised as to help constructively to bring parents into a closer harmony with the purposes of the school. This can best be done by rendering such a report as to aid materially in expanding the parents' views as to the general scheme and aims of education. The traditional report card with its marks does nothing more than strengthen the "3-R" notion of education still too dominant in the minds of too many of the patrons of our schools. The report card should be so devised as to reveal the broadening curriculum in the intellectual phases of education and also the increasing emphasis on the moral, social and physical aspects.

The report card is the one inevitable contact between the home and the school. The school therefore cannot afford to have its purposes and its methods misrepresented regularly and consistently through the medium of a report which arbitrarily condemns or praises with no suggestion as to reason or purpose, and which ignores the major educational considerations.

I am quite aware that much that I have said thus far has been said before. It is repeated here again for the sake of emphasis and by way of introducing the plan of a constructive attempt which is being made in several school systems, our own included, to render such an accounting as we have described, to pupils and parents. The mechanics of our plan are frankly in an experimental stage. The format of the report card in use in our elementary grades is the result of a study by teachers and supervisors of report cards from all over the land. The general scheme of the card may best be described in the language of a notice which went out to parents, together with a facsimile reproduction of the report form, as follows:—

"Last May, it was announced that teachers, head-teachers and supervisors had spent much time in developing a new type of report card for use in the elementary schools this fall. Here it is. Later in the month it will go into the homes. Perhaps a word of interpretation will be helpful.

"The most radical change is the elimination of 'marks' in subject matter. As a parent, if your child is reported as doing 'especially good' work in a subject you know as much, if not more, than if you were told that his mark was 85, 90, or 95. Such marks are but symbols, and must be interpreted. No two parents and few teachers interpret them alike. The distinction between Mary's 90 and Jimmy's 95 is not important or even generally understood. When a child is reported as needing to give 'special attention' to a particular subject, you know what that means. A mark of 70 may or may not mean the same thing. If a subject is not listed here you know that the work is undistinguished for better or for worse.

"This report card frankly recognizes subject matter as a means to an end—the development of character, useful citizenship and health. These are your educational objectives. Subject matter is

valuable only as it contributes to these fundamental aims. Therefore we now emphasize for children and for parents those things which the school considers fundamentally important."

Just a word about the report form. It is a conveniently small manilla tag folder carrying the usual identification and remarks to parents on the front and back with provision for signatures. On the inside the report form is a double page affair with a slogan in bold face type at the top—KEEP THE SLATE CLEAN. "If a trait is UNSATISFACTORY it is checked. A clean slate means all traits listed apply to this child." There are three boxed sections under the following headings with traits as listed.

CITIZENSHIP.

Days absent.
Times tardy.
Shows self-control.
Is reliable.
Works well with others.
Is courteous.
Takes care of property.
Is obedient.
Plays fair.

HEALTH.

Takes good care of teeth.
Has good vision.
Has good hearing.
Has habits of cleanliness.
Has habits of neatness.
Has good posture.
Is of normal weight.
Has general good health.

WORK HABITS.

Does not give up easily.
Is self-reliant.
Work carefully done.
Does not waste time.
Doing his best.

The academic report is limited to an entry of the name of the subject under the proper head in the following form:—

REPORT OF STUDIES.

November. Especially good work in

Subjects needing special attention

[Repeated four times for November, February, April and June.]

The basis for teacher judgments as reported on this card is scientific as far as possible through the use of objective tests and standards. The standards set up in connection with citizenship traits and work attitudes and habits are the result of pupil discussion and conclusion under teacher guidance. The standards under health are developed through health education activities under the leadership of teachers, nurses, and the physical education supervisor. As far as possible all judgments recorded are openly and honestly arrived at. As a result we feel very strongly that the child, the parent and the teacher all know more definitely and convincingly what it is all about. Perhaps we have made some progress along the road to the discovery of the truth about marks.

The Builders

By ALFRED OSMOND
Brigham Young University, Provo, Utah

Behold the builders, how they dig away
The sand and soil, to find the solid rock
That will resist the forces of decay
And hold in place the finely finished block.
The winds and waves, the dreadful thunder's shock
Will not destroy the firm foundation stone.
Though tempests wreck the ships that lie in dock,
And sink them into depths that are unknown,
The castle stands secure, firm, stately and alone.

And so in education, we should find
The normal bedrock of the human soul,
The fundamentals that exalt mankind
Above the brutes who lack the self-control
To bind themselves in one united whole
That will redeem the hopeful, human race,
From east to west, from north to southern pole,
With every group established in its place,
Excluding all the shams that tarnish and disgrace.

When human beings are the costly blocks
With which we build a failure or success,
Our castles should be founded on the rocks
That God and Nature will combine to bless.
We should prepare for darkness and distress
The characters that have to meet the tests,
The kind of men who love existence less
Than laws of life on which their honor rests,
For even birds will die to save their native nests.

We are the builders of the human race;
The architects of fortune and of fate.
We fashion blocks and set them in their place
That are to bless or curse the church and state.
We worship at a shrine of love or hate
And fill the world with sorrow or with joy.
We make our church and nation small or great,
For in the heart of every girl and boy
Are forces that will save and those that will destroy.

If You Want Culture Learn Spanish

An Editorial Reprinted from "Liberty" Magazine.

THERE is a growing belief among well-informed people in this country—and we believe the idea is a sound one—that we ought to look more to the south for our culture.

We shall do well, we think, to pay a little less attention to Europe and much more to Central America, South America, and the islands of the West Indies. In a word, to learn Spanish.

It has long been a tradition of our best people, as it used to be of those in other countries, that if one wanted to learn a foreign language it should be French. No doubt in the past it should have been French. It made us understand the beauties of a fascinating country as seen by reflected light.

Before the war there was a tendency among some of the erudite and élite to choose German, possibly because German governesses were easier to get, easier to keep in one's employ, and easier satisfied. Moreover, German is the language of science; many of the books a physician, for example, must read to be up-to-date used to be available only in German.

The war, with its wave of patriotic frenzy and feeling, changed all that to a considerable extent. German ceased to be the language of favor and of fashion. The name of Bismarck on hotels gave way to the name of Washington, and sauerkraut became Liberty cabbage.

Since the war the study of languages has declined. Apparently we don't know what to choose.

On this side of the Atlantic we are lucky to have English, because it is undoubtedly the leading language of the world's commerce, industry, and marine affairs. One can get along after a fashion almost anywhere with English alone. So it is natural perhaps that our interest in languages should be something less than keen.

At no time in this country has there been much of a disposition to study Spanish. This we think is too bad, because it is, of course, one of the Romance languages—a cousin to French, both having a common grandmother in Latin. It has a literature superior to the French, if we have been correctly informed.

And furthermore it is the language—and practically the only language—of the great continent which occupies the other half of this hemisphere.

We talk much of the natural destinies which link the two American continents. We have what they need in motor cars, machinery, and money. They have what we need in bananas and coffee, oil and nitrates, sugar, hides, and hard woods. And we can easily exchange commodities with them.

But we fail to do the one thing most needed, and that is talk with them.

We are the salesmen of the case, and therefore we should conform to the language of their custom.

If South Americans have bananas and coffee to sell in the United States and fail to furnish English-speaking salesmen, they don't get very far. Yet this is precisely the sort of thing we do.

Few American salesmen speak Spanish, and to an almost complete extent, alas, American diplomats speak no Spanish at all. With us, unfortunately, diplomacy is not a career of importance. It is something to get you in to see the King—a chance to put on knee pants and bow. We conform to other peoples' customs here, but it's the wrong place.

The most important posts for United States diplomats lie to the south of us. The most important is the one in Mexico now so ably managed by Mr. Morrow as to constitute an example to others of how the thing should be done. But for any diplomat to set out without the language of the country to which he is going is to handicap himself pretty completely at the outset.

We should remember that, although one's wife may not enjoy eating chile con carne as much as going to Ascot, still there is a far more important job to the south for her husband to hold.

During the period before his inauguration President Hoover showed a lively realization of the importance of these problems, and we believe he could effect a great reform in diplomatic circles, as President Roosevelt did in the army when he made officers ride thirty miles in a day or get out.

Mr. Hoover could accomplish something comparable by compelling diplomats to learn the language of the countries to which they are accredited. It is particularly important in South America, where the people are sensitive and proud, and inclined, sometimes with justice, to regard our nationals as rather arrogant, boorish, and uneducated.

We must teach for eventualities. We will never have the right sort of teaching until citizens of the community rate the teacher where he should be rated. Look out for an underpaid and unhappy teaching profession. That is the weakness of the public schools today.

—William Mather Lewis, President, Lafayette College.

Personal and Professional

THOMAS C. MILLER, who died at Fairmont, West Virginia, recently at eighty years of age, was one of the notable educational leaders. Though he had functioned in various ways and in various places, most of his life was spent in Fairmont, where he was born and where he died.

He was superintendent at Fairmont for several years, was state superintendent, was on the faculty of the State University, and principal of the Shepherdstown State Normal School, and during the last years of his life he was again in the service of the State University. For nearly sixty years Professor Miller was in direct educational service as teacher, city superintendent, state superintendent, principal of a State Normal School, or in service of the State University. His years of service were the most vital creative years of the state in every way, and he was always wholesome, an honest, devoted public citizen.

Probably no other public school man served the state in so many ways for so many years as did he.

Although eighty years of age he was virile and active until a short time before his death.

MISS JESSIE M. DINSMORE of Medford, Massachusetts, retires from active service in the city schools for forty-four years, and will enjoy a life of leisure while in the best of health. She has been active as a citizen as well as teacher.

SELDEN C. SMITH, Pacific Coast manager and director of Ginn & Company, had the honor of taking with him to Dartmouth College, the institution from which he graduated in 1897, a check for $100,000. William Pierce Johnson, a graduate of Dartmouth, president of the Crown-Willamette Paper Company, left an unsigned note in which he expressed his appreciation of Dartmouth College and of President Hopkins, and left a blank space to insert the amount he intended to give the institution. The heirs found this note, and Mrs. Johnson made the gift of $100,000. Selden Smith during the annual dinner presented the check to President Hopkins, who was given the liberty to spend the money for the benefit of Dartmouth as he might see fit.—Western Journal of Education.

H. F. SRYGLEY, superintendent, Raleigh, North Carolina, issues one of the most scientific and skilfully graded Curriculum Bulletins, No. 5, for Grades Four, Five, and Six.

The material was developed in Raleigh classrooms during the past four years. Its aim was to encourage desirable growth in knowledge, skills, habits, right attitudes and ideals by offering many varied activities which meet the needs of the children, and it realizes its aim wonderfully well. It is merely a sample of the high professional standard of the superintendent and the professional staff which Dr. Srygley has been developing.

DR. HENRY S. CURTIS resigns his position as State Director of Hygiene and Physical Education for Missouri. He will lecture at Duke University, Durham, North Carolina, in June and July. Dr. Curtis is one of the ablest specialists on physical development of youth and adults in the country. No one has had better experience in all phases of physically handicapped persons. His address will be Jefferson City, Missouri.

WILLIAM C. T. ADAMS, superintendent, Keene, New Hampshire, accepted the superintendency in 1920, leaving a professorship in the Plymouth, N.H., State Normal School for this administrative position. He has modernized the schools to the last degree. There are pianos, telephones, phonographs, and radios in the schools. The teachers are highly professional, making a record for attendance upon the Harvard-Boston University extension courses. The pupils by the Standard Tests have led the state three of the last five years. School buildings are up-to-date in every respect, and the salaries of the teachers have been increased.

FRED A. PITCHER, for thirty-two years principal of an elementary school in Chelsea, Massachusetts, who will retire at the end of this school year, has been banqueted, bouqueted, and goldened almost beyond precedent. Men and women of high degree, officially and professionally, laid their tributes of praise at his feet.

WILLIAM WIRT, superintendent of Gary, Indiana, for twenty-three years, was characterized as "Creator of educational opportunities, dreamer of large dreams, pioneer in community enterprise, practical thinker, and educational engineer" by the teachers of Gary when they presented him a life membership in the National Education Association recently. Few educators have been of as great service to American education as has Mr. Wirt. "The Gary Idea" has modified practice more widely, and has permeated the school spirit of the country for nearly a quarter of a century, probably more than has any other one administrative creation. Indeed, we can recall no other superintendent who has had as long service in one city in which to magnify in actual achievement so vital a professional creation as has Dr. Wirt in Gary.

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Successful Failures

By ARTHUR DEAN

"Put as my epitaph: 'Has Lived and Accomplished Nothing.'" This was an item in the will of a man long known as a successful merchant.

Quite naturally these words, coming as they did from a man who apparently had conducted a highly successful business for years, created a sensation in his community.

The wife explained: "It is my store and has been for twenty-nine years. My husband signed the checks. He never had much patience for business. My husband liked to invent things, to read, and to love his grandchildren. He made our home happy."

And this man wants the world to know that he lived and accomplished nothing!

But he was a successful failure and more power to folks like him. He had a hobby. He was well informed. He loved children and he made his home happy.

Remember that tribute from his wife — HE MADE HIS HOME HAPPY.

He knew how to use his leisure. He knew enough to let his family live in peace and when he died his wife said: "For forty years I've lived with him and you can't say there isn't something there after all this time."

I have sat in chairs at hundreds of high schools and colleges and have yet to hear a speaker emphasize without apology **successful failures.** The emphasis is all on money, get there, headline success, and "how he started as a newsboy and ended as a billionaire."

What a crude appraisal of life's values.

Not a word about Thomas Aquinas, Agassiz, Grenfell, Bulfinch, Lanier, Thoreau, Phyfe, da Vinci, Damrosch, Trudeau, Marquette, Kossuth, Gutenberg, Garibaldi, Loyola, Fabre, Virchow.

None of these cared about money. They saw the bigger things in life.

Very likely few of these names are known to boys and girls. But don't blame them for not knowing the great scientists, writers, saints, musicians, revolutionists, naturalists, and architects. They haven't been taught about these men who sometimes failed in succeeding and who yet succeeded in their failing.

Why are you oldsters so blind as to the innermost feelings and ambitions of youth in your constant emphasis upon the point that success means dollars and doughnuts, houses and horses, landaus and ladies?

I cannot include myself because letter after letter comes to my desk from young folks who love nature and want to find a field of vocational service, who love children and want to teach, who love the drama and want to act, who love music and want to sing, who love poetry and want to write.

Youth dreams. It would know nature and man, as did Thoreau. It would build lasting Bulfinch fronts. It would explore upward and downward. It would design like Phyfe, be appreciated as Damrosch, sing in verse like Lanier, be sainted like Aquinas, explore and serve like Grenfell, and lead like Kossuth.

Youth is inspired. It sits before us hungry for great thoughts and ideals of great people. We hand it dollar signs, eats, furs, static, and gasoline and then wonder why it seeks self-expression along unwise lines.

What have we done to encourage self-expression in good ways?

Copyright.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Of What Use Are Brains?

Not much use in many, many heads. About as much use in most heads as high-powered, beautifully finished, smooth-running, wonderful motor cars, lying idle in some dingy garage. Even such cars, perfect in every way and ready to work, are covered over at last with dust, with cobwebs woven over their wind shields. Of what use are brains? Well, my friends, that depends not so much on the brains which are, in most cases, highly efficient and wonderful machines, but upon the owners who, for one reason or another, prefer to let them rest, unused and cob-webby, from early infancy to grand old age. The average person you meet does not even suspect that he is the owner of the world's most marvelous machine; that with its aid he can do practically anything he wishes;—he can fly swifter than a bird; he can sink to the sea bottom and survive; he can amass the fortune of a Croesus; he can make the desert blossom; he can curb both the river and the sea; he can make the forces of air and fire and water servants to his will; he can do unbelievable and magical things.

You have all read of Aladdin's lamp. You had to scratch it to make the genie appear. The little bone-box on top of your shoulders is an Aladdin's lamp. The genie does not always appear, however, when you scratch it. Why? Because the magical words are left unsaid. What are the magical words? Just two of them; very simple words, yet the mightiest that sound from star to star. At their command the mountains tremble; the valleys are filled; the rivers pause and the very forces that play between the suns surrender themselves to man's mastery. What are these magical words? The first is "I," the second is "Will." Put them together; they make "I Will." Now scratch your Aladdin's lamp; say these magical words and when the genie appears, tell him what it is you will. Without fail your slightest wish will begin to grow into reality before your very eyes. Of what use are brains? Well, my friends, calves' brains are worth thirty cents a pound, when laid out on a platter in a butcher shop. Do you see the point? Just think for a second of the spirit within you that uses your brains to make contact with the world about. Such brains as yours, well, there is no treasure that the earth holds that could balance in a proper scale the one-millionth part of one single cell.

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Human Machinery

I want to give you a thought, today, that will make you conscious of the supreme importance of the human machinery that you possess. The thought is this: No invention that man has ever made or will ever make, but has already, in some form or other, existed in his own body for countless thousands of years. It seems as though the great spiritual force behind the universe had carefully prepared each step in man's development and, lest any step be lost or overlooked, had embodied all in the flesh and blood with which He surrounded man's spirit.

At first sight a statement of this sort looks rather far-fetched. One says to one's self: "It simply cannot be true," and yet, what a wonderful thing this body of ours grows to be as we take it apart in thought and search for those secrets in it that man has built into some particular invention, say, a radio set.

Let us analyze the body from this standpoint. The nerves of the body correspond to the wires in the set, but they are infinitely more wonderful, for along them travel not merely the waves of sound, but sight and feeling and taste and smell. Only within the last few years has television or sight carried by wires become a crude reality. Wires that bring feeling to us are not yet discovered.

The body of man has always possessed many, many ways of transmitting not only sound but thought. Every spoken word, every book written is a thought transmitter. How infinitely more wonderful is a book as a thought carrier than any radio set! The radio that will store up for us the thought heard yesterday so that we can hear it over and over again at the turn of a switch has yet to be invented. It lies within the future, however, for even now we have the phonograph.

What radio set has the detector tube or crystal that compares with the detectors in the human body? Where the radio deals only with sound, the body's detectors deal with all the other senses as well. The radio that will bring a sweet odor into our homes has yet to be invented.

The loud speaker! Well, we all know how efficient the body's loud-speaker is. Sometimes it is too efficient,—bawling out its commands like a wild bull on a prairie;—but when the need is there it can be made the agent of the kindly spirit saying kindly things; of the noble spirit saying noble things; of the loving spirit saying loving things. What radio loudspeaker ever greeted you with a "Good morning, kind friend!" The radio that will converse with us and encourage us of its own accord will never be invented. What we have said of the radio is true of every other invention man has ever made. Somewhere within his own mechanism the invention of every inventor has had existence since man first trod upon the earth.

Keeping Up Appearances

People who travel often find Englishmen living alone in remote corners of India. They are always surprised to find these white men most particular about keeping up their personal appearances. They learn that even when alone for months at a time they shave every day, and dress for dinner with the same care that they would if they lived in London. One traveler was so impressed with this fact that he asked his host to explain the reason. The man answered: "There is some connection between a white man's morale and the appearance he presents. I don't know what the connection is and, therefore, cannot explain it, but I know it exists. If I go unshaven for a week I begin to feel like a savage, and what is more my Indian servants begin to lose their respect for me. It would be very easy for men who have to live away off here like this to fall into native habits. In no time at all a person would find himself running around in sandals and kimono. You can imagine what would happen then to a man's thinking. It would lower itself to his new habits of living. No, the only way I can keep my self-respect on its former level is to keep up the appearances under which my body lives, therefore I shave every day, I clean my finger nails, I dress neatly, I keep my shoes shined, I keep my hair cut and I eat, as usual, with a knife and fork. In other words I watch the actions of my body and when I find any tendency to slack off, I know my morale is slipping and I buck myself up hard. But, after all, things aren't so very different here than elsewhere. Take New York or Chicago. Doesn't a man's self-respect suffer when he lets his personal appearance run down? I don't quite agree that clothes make

the man, but I do heartily believe that clean, neat clothes, and clean, neat habits of life have a great deal to do with impressing other people with our general worth-while-ness. I may be wrong, but that is the way I feel about it. Anyway, as long as I live in this out-of-the-way place, I am going to dress and act like a white man. God help me if I ever waver in that determination."

Daffodils

The diary of Dorothy Wordsworth, the sister of the great poet, sometimes gives us delightful glimpses into the backgrounds from which the poet drew his inspiration. What one of us is not familiar with that noble poem, "I Wander'd Lonely as a Cloud"? Here is what Dorothy's diary says about the incident that suggested it:—

"When we were in the woods beyond Gowbarrow Park we saw a few daffodils close to the waterside. We fancied that the sea had floated the seeds ashore and that the little colony had so sprung up. But as we went along there were more and yet more; and at last under the boughs of the trees we saw that there was a long belt of them along the shore about the breadth of a country turnpike road. I never saw daffodils so beautiful. They grew among the mossy stones about and above them, some rested their heads upon these stones, as on a pillow for weariness; and the rest tossed and reeled and danced, and seemed as if they verily laughed with the wind that blew upon them over the lake; they looked so gay, ever glancing, ever changing. The wind blew directly over the lake to them. There was here and there a little knot and a few stragglers higher up; but they were so few as not to disturb the simplicity, unity, and life of that one busy highway."

In order to refresh our memories I quote below two of the immortal stanzas. They are very beautiful, but I doubt whether any line in the poem has more charm than Dorothy's "some rested their heads upon these stones, as on a pillow for weariness." In any case it is very interesting to compare a prose and poetry treatment of the same subject. It is only very rarely that we are permitted that pleasure.

I wander'd lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of the bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

Dandelion Brains

Today, as I came along to school, in the warm, sunny corner of an old rail fence, I saw what seemed to be a golden coin glittering amid the brown dried leaves. It proved to be a dandelion—a gay, golden creature spreading the glory of an earthly sun in the leaf-strewn corner where it grew. A dozen fancies flitted through my mind, as I stood looking down upon its humble beauty. It might have been a golden wheel from some wrecked chariot of the sun, whirling down through a thousand leagues of space to rest at last upon a bed of last year's leaves. It might have been a gold piece minted in some heavenly press, and, tossed down to a sleepy world, a sample of a more precious currency in a land where beauty is not for sale, since all things there are beautiful. Gay little dandelion; coming early to your yearly task, what deep and tender planning has gone into the fashioning of that wise brain of yours! As the word 'brain' flashed through my mind, I felt a little shock as of surprise. Can we say of a dandelion that it has a brain? I wonder, and yet I have seen this lowly plant do strange, strange things,—things that creatures do that have most wonderful brains, like girls and boys and little dogs and orioles and butterflies. I have seen the little dandelion open its golden heart to the sun early in the morning, and then close up its golden shutters when the sun became too hot for the tender young seeds within. I have seen the golden hair of the dandelion turn ghastly gray in its old age, each feathery petal becoming a parachute, ready to sail away with its little brown passenger seed clinging underneath to ballast it. I have seen this sheaf of parachutes close up, like an old umbrella, inside out, when storm clouds threaten. It took brains to know that the big drops of rain would wet down the parachutes and prevent them from sailing far away through summer skies. But after the rain has passed and the thunder has rumbled its big iron wheels bumpily way down the cobbly avenues of storm, I have seen the umbrellas open as gayly as can be, ready to lift at the slightest breeze and drift away. It takes brains to do wonderful things like these. And then it takes brains to just live and thrive in the way my golden friend lives and thrives. In an alley, in a crevice of a walk, on the lawns where the jealous grass drives every other flower away, on a dump, in a bed of dry cinders, amid the rocks of an old quarry,—everywhere, and always beautiful and always sunshiny and always cheerful and always spreading abroad the gospel of happiness. Yes, I think our little friend has brains. Just where they are, I do not know. I fear a microscope would not find them. Maybe they are not in the earth at all, but in the keeping of some kindly, generous, open-handed spirit, who does the thinking for the dandelion family. It is all a great puzzle to one who thinks about it. Here at my feet is beauty, is design, is color, is invention, is intelligence beyond my own, and yet my fingers touch but the silken petals of a golden flower.

It's a Poor Joke

When some woman blushes with embarrassment.
When some heart carries away an ache.
When something sacred is made to appear common.
When a man's weakness provides the cause for laughter.
When profanity is required to make it funny.
When a little child is brought to tears.
When everyone can't join in the laughter.

—Midland Schools.

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to many requests, Mr. Egan has authorized the issuance of a limited edition containing

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EDUCATION IN ACTION

New York Schools Want More Music

The demand for a musical education among the 1,000,000 school population in New York is strikingly on the increase, according to Dr. George H. Gartland, director of music in the public schools, commenting on a survey just made by the National Federation of Settlements. "That emphasis," said Dr. Gartland, "is sometimes placed upon a type of music which is delightful only to the uncultivated ear need not arouse misgivings. Even inferior music has its place as a step toward something better, and there are increasing signs that the public is making progress in musical appreciation. With the exception of the piano, instrumental instruction is in growing demand, Dr. Gartland said, and has resulted in the organization of 194 orchestras—one in each of the thirty-seven high schools in the five boroughs, in most of the junior high schools and in twenty-five per cent. of the 600 elementary schools. Thus, he added, as trained talent is taken from high school orchestras with each graduation, it is furnished from the junior grades, keeping the organizations active and vigorous.

High School Attendance Quadruples in 16 Years

Figures of the Federal Bureau of Education show a quadrupling in sixteen years of the number of students in high schools of this country. The number of pupils in 1910 was 915,000, while the total in 1926 was 3,757,000. In addition to the standard high schools there has come into the field a new agency, the junior high school. Attendance at these is above a million, of which number more than 300,000 are of high school rank.

Pupils Suspended For Paddling Girl

Ten girls were suspended recently from the Long Beach, Calif., Polytechnic High School and Long Beach Junior College by the Board of Education for their part in a sorority initiation in which Margaret Lindsay, eighteen, was paddled so severely she was forced to remain in bed two days.

Educator Indorses Make-Believe Days

Dr. Joseph Lee, president of the Playground Association of America, addressing in Boston the annual meeting of the New England Home Economics Association, urged restraint of the American tendency to become practical even in the early stages of pre-grammar school education, contending that children should be allowed their full period of "make-believe," and that actual education will progress more swiftly through this delay.

Mail Courses For Isolated Persons

Secretary Wilbur, of the Department of the Interior, announces that, beginning in the autumn, the children of Army officers, of Naval officers, of lighthouse keepers, and of such other employes of the Government as may be located at isolated posts, upon application will be supplied by the United States Bureau of Education with specially arranged correspondence school courses. These courses will be so adapted as to provide training in all the primary and secondary school grades. They are now in course of preparation. Most of them in fact are now ready. The correspondence school service that goes with them will be handled by the Bureau of Education and will be free of charge. By extending it the Government will make an attempt to overcome some of the disadvantages that must be met by those of its employes who are sent to isolated posts.

Jewish University Is Planned Here

With the recent announcement that a "Manhattan business man" had promised to donate $200,000 toward a university on Long Island, plans were set in motion for the establishment there of the first Jewish university in the United States. It was agreed, however, by the organization committee, that although the institution would be sponsored and perhaps controlled by Jews, it would be non-sectarian with respect to its faculty and student body.

To Pit Educators Against Gunmen

Indignant at the growth of crime and the smirching of the city's reputation by the guns of gangsters, Chicago will cradle its own potential deliverer, the super-detective. This creature, heretofore only a myth of fiction, will be made into flesh and blood to replace the policeman whose chief qualification often is only a stout heart. Two of America's leading universities, both in Chicago, have hung up handwriting on the wall for the heretofore undetected murderer, thief, kidnapper and racketeer. Police work will henceforth be a part of the curriculum at Northwestern and Chicago Universities, and racket-ridden Chicago will be their research laboratories. A Chair of Police Administration has been established at the University of Chicago. August Vollmer, chief of police at Berkeley, Calif., will head the new department and will establish the course at the beginning of the Fall semester next October.

Moral Training On Par With Sports

In putting character training on a par with athletics and music, the board of education of Pontiac, Mich., is offering an answer to the country-wide demand for moral instruction in the schools. It has established an office in its system called "director of character education." As outlined tentatively, the duties of the character director are three-fold. First, he is to interest himself in first-hand problems, or what the social scientists call "case work." If a boy or girl makes an initial misstep he is to try to help the child find a better path. Then he is expected to draw up a plan for training teachers to handle similar cases and to stimulate in the teaching body a greater interest in character training. Third, he is to co-ordinate all the activities now promoting character so that each may realize its place in the scheme of things. Kenneth L. Heaton has been selected to fill the post. He is to have ample field for his work. His authority is to extend over the fifteen elementary schools, three junior high schools and one senior high of Pontiac, in all about 12,000 children and 350 teachers.

Ten Notorious Traps For Unwary Collegians

What words are most commonly misspelled in the English language? A survey of the orthography of students at the University of California reveals the ten words most frequently misspelled by college students. Members of the faculty declare that the words most often found misspelled are by writers of all ages and classes. The words are: separate, lose, ninety, privilege, villain, Chautauqua, accommodate, all right, repetition and ecstasy. Ten other words commonly misspelled by college students as well as many university graduates are: exhilarate, hypocrisy, indispensable, irrelevant, oneself, sacrilege, supersede, councilor, embarrass and harass.

Educational System Needs Reorganizing

The little country red schoolhouse should, in the opinion of Dr. William J. Cooper, Commissioner of the Bureau of Education, be discarded wherever a substitute can be found. His statement said in part: "We need a unit of administration much larger than that served by the one-teacher school. The area of administration should be large enough to support a complete school unit, elementary and secondary. If the area is very sparsely populated, lodging and boarding at the high school may be required as well as good transportation facilities. To offer such educational opportunities, without undue hardship on the taxpayer, a district of large area is obviously needed. If, however, the county area is very large or county lines exist primarily for defining jurisdiction of courts, or possess mainly historical significance, new units must be established. This unit, I believe, should be a real community unit, and its centre should be the place where adults shop, go to church, attend lodge, etc. To accomplish such reorganization I recommend a comprehensive survey of an entire state and the establishment of a commission with power to carry out the survey recommendation."

Special Education For Crippled Pupils

Great advancement in this generation in the humanities is shown in the fact that nearly all the states are now providing by law specialized education for crippled children that gives them a chance to lead independent lives, in addition to physical and medical care. This provision for the education of crippled children is entirely apart from what has been done for the rehabilitation of the adult injured in most states. Legislation for the education of crippled adults has rapidly increased in recent years. The present marked tendency is to make this training a part of local school systems.

More College Men Needed in Seminaries

Lack of college graduates in some of the theological seminaries is giving the Presbyterian Board of Christian Education real concern. Princeton Seminary's students are almost entirely college graduates, but in some of the seminaries college men are a small part of the total, and in one of them there are no college graduates. Discussion of the situation was precipated in the Board by a statement prepared by Dr. Frederick E. Stockwell, general director of the department of colleges and theological seminaries, for presentation to the Presbyterian General Assembly at St. Paul. Dr. Stockwell's statement shows a decrease in the number of college graduates who are candidates for the ministry, the percentage having fallen to 78.5. The question arises whether the church colleges are furnishing their quotas for the ministry.

High School Boys Must Dress Properly

Twenty-four boys of Elwood high school, Ind., appeared in classes wearing bib overalls which Frank D. Huff, principal, said were intended to "cause of disturbance," and he sent the boys home with instructions not to return until suitably garbed. Parents seem to feel that wearing overalls is not deserving of a reprimand and refused to order the boys to resume their usual garments. The principal is firm in his position and says the offenders will not be permitted to return for the remainder of the term if they remain defiant.

Pupils Take Out Window Insurance

The Lincoln School Window Glass Casualty Company, organized by school children of Sheboygan, Wis., to insure against breakage of windows during ball games on the school playground, believes it operates with the smallest working capital of any company in the world. One hundred and thirty-three policies have been sold by its authorized agents at ten cents each, yielding a capital fund of $13.30 and indicating that agents' commissions are not paid by this company. One policy holder recently smashed out a long hit—and a window. Company authorities reported the matter to school officials and a settlement was immediately effected.

Military School Corps Goes on Hunger Strike

The cadet corps of The Citadel, a military school of South Carolina, went on a hunger strike recently in protest principally against the lack of variety of food served at the school. The entire corps marched in to breakfast one morning as usual but refused to eat. They marched out again in order and repeated the performance when the luncheon hour arrived. During the luncheon period the cadets patronized the canteen freely, however. Colonel E. J. Bond, president of the school, ordered an investigation.

Harvard Freshmen Grow More Serious

According to figures published by G. G. Benedict, assistant dean of Harvard College, in charge of records, this year's class of Harvard freshmen are giving more thought in choosing their fields of concentration as to what they intend doing once out of college. This is seen in a falling off in the freshmen who choose non-vocational subjects. Instead, the freshmen are concentrating in fields which prepare for a graduate school or for the earning of a livelihood.

Warns of Solicitors Posing as Students

Fraudulent "student" subscription solicitors, the boys who go about the city and suburbs in the summer, hatless and wearing gayly colored "collegiate" sweaters tucked into knickerbockers while they ask housewives to "help a poor boy get an education," are a menace to college men working in vacation time, N. M. McKnight, secretary of appointments at Columbia University, said. Their extravagant clothing and excessively "collegiate" conversation is one of the surest ways of detecting them, Mr. McKnight said, declaring that the real college student usually has sufficient intelligence to be more modest.

Delaware to Test New School Plans

The Delaware Citizens' Association and officials of the State Department of Public Instruction are conferring on the selection of a public school in a rural district in which to demonstrate the latest educational theories with a view to adopting such as meet the test. The cost of the experiment will be borne by the Delaware Citizens' Association and will cover a period not exceeding five years. It is proposed to make the test in a school, convenient for members of the Parent-Teachers Association. It is planned to extend the demonstration to pupils from the kindergarten to the sixth grade under a director and six teachers especially trained and equipped in the most approved methods and practices for teaching. Visiting teachers will be invited to observe the new methods in actual practice.

"Penny-a-Day" Plan Supports School

A rural school in Mexico has been founded and is being supported entirely on a "penny-a-day" plan by the residents of the village of Boxaxni in the State of Hidalgo. This is said to be the first school of its kind in the Republic in that it receives no federal support. One of the villagers volunteered to teach the small group of children who attend the school. He is content with the fifty-three centavos a day which he receives as salary. This sum (about twenty-six cents) is contributed by the villagers, who have pledged themselves to pay one centavo a day each.

Geography Teachers Opposed Mixed Courses

A concerted attack upon the recent movement to combine history, geography and civics into one course in the public schools was the high light of the ninth annual New England Geographical Conference at Clark University, Worcester, Mass. William T. Miller of Boston, Thomas F. Power of Worcester, and Dr. Wallace W. Atwood, president of Clark University, opposed the fusion of courses because they claimed the real value of the studies would be lost.

Nice Washing Machine Presented University

What is a nice present to give a university? This question might well find a place in books of social usage judging by the number of people in Illinois who sent gifts to the University of Illinois last year. Gifts recently published in the annual report of the president included a full sized skating rink, a box of silk cocoons, a locomotive headlight, turbo-generator, an electric washing machine, 4,000 local weather maps, three gas furnaces. The list covered nearly four pages and totaled in value, according to university's estimate, $372,000.

Princeton's Colors Picked by Chance

Orange and black became the Princeton University colors through an accident, it was related as the results of research performed by an aspiring freshman for one of the publications. When the late Colonel William Libby of the class of 1877 was in Cambridge, England, while a student, he noticed in a store window a placard adorned with yellow and black ribbon which read: "The Duke of Nassau's colors." He considered the colors appropriate for Princeton, as Nassau Hall was named after William of Orange. He bought several yards of the ribbon. When the class of 1877 decided to send a crew to the Saratoga regatta, Colonel Libby was determined that the oarsmen should wear the accepted colors. He found it impossible to duplicate the English ribbon in the United States and contracted for 1,000 yards with a silk mill in Paterson. The original yellow and black ribbon could not be bought and as a substitute orange and black material was sent. Every Princeton official and participant of the regatta wore the ribbon either as hat bands or on their jerseys. From that time on orange and black has been recognized as Princeton's colors. The board of trustees officially adopted the colors in the Spring of 1896.

TREND OF THE TIMES

CHAIN STORES make a direct contribution to the prosperity of communities in which they are situated, not only through savings to purchasers, but by expenditures in local papers for advertising, taxes, leases, commodities bought from local manufacturers and contributions to local activies, according to Earl C. Sams, president of a company which operates 1,026 stores throughout the United States.

PROHIBITION, according to Deets Pickett, secretary of the board of temperance, prohibition and public morals of the Methodist Episcopal Church, has been worth to the United States $72,000,000,000 since it became effective in 1920. In the same period, he asserted, there has been an immense increase in the amount expended in the country for necessities of life and luxuries.

AIR MAIL has increased in volume to the point where pounds no longer are a convenient measure, and tons are figured instead by air transport companies. An instance of this was given by Boeing System officials at San Francisco recently in the announcement that during the first quarter of 1929 their planes had carried 214 tons of mail, as against 84 tons during the first quarter of 1928.

CORSICA is rapidly becoming known to thousands of tourists as an island of rare beauty, and the visitors who come to Ajaccio or stay at the newly built hotels find, amid wonderful scenery, comfort and courtesy which offer a sharp contradiction to the tales of banditry and vendetta so long associated with the forests and the maquis wastes. The Corsican bandit is not a mythical character, for he is still seen with his rather formidable gun. Today, however, he is not on a man-hunt, but is out shooting birds.

WASHINGTON should be developed as a great library centre for scholars from all over the world, librarians from every state of the Union, Canada, England and Holland were told by speakers at the first general session of the American Library Association convention.

WHETHER LONG or short waves are used, there is very little hope that people on the earth will ever be able to communicate with the inhabitants of Mars, if there are any, by radio. This was the declaration made at the joint session of the Institute of Radio Engineers and the American section of the International Scientific Radio Union by Dr. E. O. Hulburt of the United States Naval Research Laboratory.

PROHIBITION in the United States has not inspired the Swiss to follow the example. In the recent elections every one of the twenty-four cantons rejected the measure to authorize local option as to whether sale of hard liquors should be permitted by an overwhelming majority and the total vote was impressively negative. Temperance organizations had waged a strong campaign for acceptance of the law on the ground that the Swiss people were ruining their health by too great consumption of strong liquor.

WAGES, after increasing 134 per cent. between 1914 and 1920, rose another 1.04 per cent. in the post-war period. Hours worked per week dropped on the average from 51.5 to 48.2. Productivity per wage earner in the two decades before 1919 had increased but 4.7 per cent., but from 1919 to 1927 the increase was 53.5 per cent. Employes decreased in the post-war (1919-27) period by 2.9 per cent. Unit cost of product in the same interval was lowered 24.5 per cent. Horsepower added per worker amounted to 30.9 per cent.

RUSSIANS engage in a million fist fights each year, according to Dr. Leibovitch of the Moscow Institute of Criminology. Official statistics show that in Moscow there were 1,044 persons hurt in fights during March, 1928, and 1,603 in April. The increase in the latter was due to holiday vodka. The statisticians even gave social correlation to the fighters. They said that 35 per cent. were neighbors, 15 per cent. husbands, 6 per cent. former husbands, 7 per cent. relatives, 6 per cent. friends, 5 per cent. acquaintances and 26 per cent. perfect strangers.

THE AIRPLANE probably will continue to be used as a weapon of war, since no nation in history has ever consented to the abolition or definite restriction of a proved instrument of warfare which constituted a means of defence, according to Major O. Westover of the General Service Schools at Fort Leavenworth.

The BOOK TABLE

THE WINGS OF THE MORNING (The Winston Clear-Type Popular Classics). By Louis Tracy. Philadelphia: The John C. Winston Company.

When William Lyon Phelps was asked, "What is the most exciting story you have ever read?" he replied: "I have been thrilled by 'The Three Musketeers' and 'Treasure Island,' but the most exciting story I have ever read is 'The Wings of the Morning,' by Louis Tracy. It opens with a shipwreck, and from the first word in the first chapter to the last word on the book's last page it never lags or sags."

We have often said that one of the noblest features of the schools of today is the fact that the best classics are being graded skilfully and published in the best type, binding and illustrations at a price of school books.

"The Wings of the Morning" is the twenty-fourth book of the "Winston Clear-Type Popular Classics."

NEW ENGLISH COMPOSITION BOOK I. By Edwin L. Miller, assistant superintendent, Detroit. Cloth. 200 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

We are greatly interested in the scientific way in which the school administration of Detroit learns the advantages of all systems of instruction that make large claims to efficiency.

Mr. Miller's New English Composition is "New" because it presents the latest results in the Detroit tryout of modern demonstrations of effective ways and means of achieving correctness without sacrificing the spirit of the message.

Detroit magnifies practice rather than drill, is more interested in what the student does rather than what he does not, and Mr. Miller is true to form.

Correctness is not measured by the mistakes children do not make, but by the effectiveness of correct usage. When correctness means making no mistakes a child simply dodges everything that is dangerous and takes the life all out of what he writes. Negative correctness is as dead as an Egyptian mummy. The only virtue in devotion to correct usage is that it leads the writer to display his ability to say the unexpected thing correctly. Mr. Miller's "New English Composition" gets a genuine spirit of expression without detouring into unforbidden pastures.

THE AIMS OF EDUCATION AND OTHER ESSAYS. By A. W. Whitehead, LL.D., professor of Philosophy, Harvard University. Cloth. 250 pages. New York: The Macmillan Company.

This is an intensely dynamic treatment of the educational situation in the universities and in what should be the "best society" life. It is as refreshing as anything that has come to our desk in many a day.

The first three sentences are samples of the brilliantly heroic spirit of the 250 pages. "Culture is activity of thought, and receptiveness of beauty and human feeling. Scraps of information have nothing to do with it. A merely well informed man is the most useless bore on God's earth."

Pass to the closing sentence: "Our problem is to fit the world to our perception, and not our perception to the world."

Here is a sentence from the middle of the book: "There is no prospect of industrial peace so long as masters and men in the mass conceive themselves as engaged in a soulless operation of extracting money from the public."

PLAY DAYS FOR GIRLS AND WOMEN. By Margaret M. Duncan, assisted by Velda P. Canliff, both of University of Washington. Cloth. 90 pages. 6 by 10 inches. New York: A. S. Barnes and Company.

The development of play days is probably an outgrowth of a meeting in 1923, under the auspices of the National Amateur Athletic Federation, when a group of representative leaders vitally interested in girls' and women's athletics drew up a platform for a program in athletics based on the needs, interests, and ability of girls. For the first time athletics for girls were on a basis of their own. The trend of educational leadership has swung farther and farther toward a program of "play for play's sake." The play day type of athletic competition is an outgrowth of a search for a play contact for girls which is socially sound as well as physically wholesome. There is a higher aim than victorious teams, yet a play day retains the fun and pride of victory added to the joyousness of social play.

The play day idea offered such a wonderful opportunity of sports and good times for high school girls that in March, 1926, the Women's Athletic Association and the Department of Physical Education for Women at the University of Washington sponsored the first annual "Sports Day" for high school girls within a radius of 100 miles. This book is an outgrowth of that first "Sports Day."

GUIDE FOR A HEALTH PROGRAM. Grades One, Two and Three. By Jessie I. Lummis and Williedell Schawe. With Illustrations. Yonkers-on-Hudson, New York: World Book Company.

There have never been as many varieties of schoolbooks on any one subject published in the same length of time as on Hygiene and Health. And there has been no one series or plan that has captured and held the market. Each series has had some remarkable reason for its publication. So these "Health Readers," of which this is the first, owe their existence to health education demonstrations conducted over a period of years in the Denver schools by the Denver Tuberculosis Society.

Books Received

"Pets." By Mary E. Pennell and Alice M. Cusack.—"Friends." By Mary E. Pennell and Alice M. Cusack.—"The Children's Own Readers." Books One to Six, and a Teachers Manual. By Mary E. Pennell and Alice M. Cusack. Boston: Ginn and Company.

"Betty June and Her Friends." By Lena B. Ellingwood.—"Solid Geometry." By Joseph A. Nyberg.—"La Tulipe Noire." By A. Dumas.—"A New Study of English Words." By J. M. Anderson.—"A First German Book." By F. Betz and W. Price.—"Explorers and Founders of America." By A. Foote and A. Skinner. New York City: American Book Company.

"New Elementary Latin." By B. Ullman and N. Henry.—"Human Behavior." By S. Colvin and W. C. Bagley.—"The Sketch Book." By Washington Irving.—"Essays." By Joseph Addison.—"Mechanical Drawing Instruction Sheets." By A. K. Rigast. New York City: The Macmillan Company.

"The Physical Welfare of the School Child." By Charles Keene.—"Modern Methods in Teaching Geography." By C. Crawford and L. McDonald. Boston: Houghton Mifflin Company.

"Principles of Elementary Education." By John L. Horn. New York City: Henry Holt and Company.

"Race Attitudes in Children." By Bruno Lasker.—"A Social Interpretation of Education." By Joseph K. Hart. Boston: Henry Holt and Company.

"Growth in Spelling." Books One and Two. By Edward L. Thorndike and Julia Wohlfarth. Yonkers, New York: World Book Company.

"My Book." Books, One, Two, Three, Four, Five. Chicago, Ill.: Wheeler Publishing Company.

"Adult Education in Home Making." By Verna M. Payson and Alice H. Haley.—"Public School Finance." By Homer P. Rainey. New York: The Century Company.

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GRINS BETWEEN GRINDS

Welcome

Alice—"Oh, ma, I do love Mendelssohn!"

Mrs. Wonspore — "All right, my dear, invite the young man to our next party."

Bigoted in His Spelling

Uncle George—"And how do you like your employer, Tommy?"

Tommy—"Oh, he isn't so bad, but he's bigoted."

Uncle George—"Bigoted! In what way?"

Tommy—"He's got an idea that words can be only spelled his way."

By-Product

Eggwirt—"At last I've discovered what they do with the holes in doughnuts."

Oscar—"What?'

Eggwirt—"They use them to stuff macaroni with."

Sounded Startling

Son—"I had to stay after school on account of perseverance."

Dad—"Why is that?"

Son—"I couldn't spell it."

Hopeless

The teacher gazed sorrowfully at the small boy who had stolen an apple from one of his schoolmates. "Bear in mind, James," the teacher said, "that these temptations can easily be resisted if you turn a deaf ear to them."

The boy looked solemnly at her. "But teacher," he said, "I haven't got a deaf ear."

Modern Atlas

Mike and Pat were arguing about their ability to carry loads. Pat claimed he could carry 200 pounds.

"But I did it yesterday," persisted Pat.

"Did yez carry a barrel of flour, then?" asked Mike.

"I did not. But I carried an automobile tire over each shoulder sivin blocks for the boss. And I heard the man say there was 100 pounds of air in each wan av thim."

Occupied

A man inquired at a drugstore, desiring to purchase ten thousand cockroaches, five thousand bedbugs and a similar number of assorted insect pests. He explained to the druggist that he was about to move from an apartment in which he had resided for several years, and that the lease signed by him demanded that he leave the apartment in the same condition as that in which he found it.

Grand Refrain

Bachelor—"Before the wedding you told me that married life would be one grand, sweet song."

Benedict (gloomily)—"Yes; and since then I've found it one grand, sweet refrain."

Bachelor—"Refrain?"

Benedict—"Yes, my wife insists that I refrain from cards, refrain from smoking, refrain from the club and refrain from going to ball games."

A Markdown

A farmer, who wished to investigate the alleged "huge profits" of the middleman, sold a consignment of eggs to a London firm. On one of the eggs he wrote: "I received three halfpence for this egg; how much did you pay?"

Some months later the farmer received a reply written upon the notepaper of a theatre:—

"I received your egg absolutely gratis."

Getting His Route Fixed

A very small boy was trying to lead a big St. Bernard up the road.

"Where are you going to take that dog, my little man?" inquired a passerby.

"I—I'm going to see where—where he wants to go first," was the breathless reply.

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Professors' Pensions Go A-Glimmering

By William MacDonald

The recent announcement by the Carnegie Foundation for the Advancement of Teaching that the pensions which it has been paying, or which it has expressed its intention to pay, to retired teachers in American and Canadian colleges and universities, would, after May 1, be materially reduced, came as a rude shock to the more than 800 actual beneficiaries of the fund which the Foundation administers, and to the approximately 3,400 teachers now in service who will become eligible to pensions in due course. The reason for the proposed reduction is the depletion of the income of the Foundation to a point where drastic retrenchment is necessary. The reduction, it appears, is to take two forms. The maximum allowances of $2,400 a year to professors who retire at the age of sixty-five, and of $3,600 to those retiring at seventy, are to be cut down severely in the case of future pensionables, while a less severe reduction is to be applied to the minimum allowance of $1,000 a year. At Smith College, for example, according to President Neilson, the maximum pension under the new scheme for a professor who retires at sixty-eight will be only $1,280. The 800-odd professors who are now receiving allowances under the non-contributory plan that was in force until November, 1915, when the non-contributory list was closed, will also have their pensions reduced, but outright payments, not exceeding $500 a year in any case, will, it is said, be made by the Carnegie Corporation, a different organization from the Foundation, to make up some of the difference between the former pension and the new one.

The history of the Carnegie Foundation's pension system, looked at from either the educational or the financial point of view, is an amazing story. The original gift of Andrew Carnegie, made in 1905, was $10,000,000. It was Carnegie's opinion, expressed to the trustees to whom the administration of the gift was committed, that the income of this fund would be sufficient "to provide retiring pensions for the teachers of universities, colleges, and technical schools in our country, Canada and Newfoundland." Whether or not an annual income of $500,000 would suffice to give effect to Carnegie's generous intention was, of course, a question which could be answered only after a most careful and thorough inquiry into the probable number of persons then eligible for pensions on such basis of academic qualifications as the Foundation might adopt, the ages and length of service of the various classes of professors, the probable increase in the number of pensionables, and the effect of future salary increases in case the pensions were allotted on the basis of some fixed percentage of the salary.

It would be idle for the Foundation to insist that the data available on these points in 1905 were insufficient to enable it to make a reasonably accurate forecast of its probable obligations. The information was abundant, and it was as accessible in 1905 as similar information has been at any time since. Moreover, the field was open. It was for the Foundation to say, wholly within its own discretion, what academic standards should be erected to entitle an institution to a place on its approved list, what age limits or previous terms of service should be prescribed for its beneficiaries, what relation, if any, should be established between the salary and the pension, and what effect a salary increase should have upon a pension already granted at a lower salary rate. Ordinary business intelligence dictated that such matters should be examined and determined "down to the ground" before any scheme of retiring allowances was announced. What the Foundation did, on the contrary, was to blunder from the beginning. If it acted upon expert advice, its advisers turned out to be singularly inexpert. It has continued to blunder along throughout the twenty-four years since its fund was established, notwithstanding that the original fund has been increased from $10,000,000 to nearly $31,000,000, first, by an additional Carnegie gift of $5,000,000 to permit the inclusion of professors in state-supported institutions, and later, by large gifts from the Carnegie Corporation; and notwithstanding, further, that it has shifted to another corporation the task of providing retiring allowances for teachers who were not in November, 1915, in the service of institutions that had been approved up to that date. Now, with more than three times the principal fund with which it started, it is virtually bankrupt, if bankruptcy means the inability to make good its financial assurances, and the professors must stand the loss.

* * *

Why has the Carnegie Foundation now gone on the rocks? Primarily, we are told, because professors' salaries have increased. Where the average salary in 1913, it is said, was $2,750, the average in 1925 was $5,400. As a consequence, an aggregate pension payment of about $600,000 in 1913 had grown, in 1927, to a total of $1,334,000. Five per cent. interest on $30,857,000, the reported principal of the Foundation's fund at the present time, is $1,542,850, leaving a balance of $208,850 for overhead and other expenses, after a pension expenditure of $1,334,000 is provided for—a sum amply sufficient, it would seem, for salaries, office charges, educational investigations, and other expenses of even a somewhat elaborate educational enterprise; but the authorities of the Foundation have sniffed the approach of rough weather, and the leaky ship-

is taking in sail at the professors' expense.

The rude debacle of which the professors have been made the victims suggests two or three observations. The first relates to the character of the intellectual performance which has brought the Carnegie Foundation to its present pass. The calculations upon which a pension organization should be expected, under ordinary circumstances, to base its plan of payment, are akin to those of any life insurance company, in so far as they deal with the expectation of life in the class of persons who are eligible as beneficiaries. To these calculations are to be added, where the benefits are to be restricted to a definite class or group, an estimate of the probable number of beneficiaries to be provided for over a series of years. It does not seem that it would have been a crushing intellectual feat for the Foundation, with every facility for obtaining information and expert advice, to have met these elementary requirements.

* * *

There remains the serious question of moral obligation. It is true that pension agreements are not, as a rule, enforceable legal contracts as against all contingencies, and the Foundation undoubtedly has the law on its side in arbitrarily cutting down the scale of payments to which it has hitherto adhered; but when an agreement has been regularly made on definitely stated terms, and the beneficiaries of the agreement have fulfilled the requirements that have been set up, a moral obligation has been created which the controlling party may not disregard, without doing violence to good faith. It is the good faith of the Carnegie Foundation that has been impugned, as it was a dozen or more years ago when the American Association of University Professors challenged another repudiation of the pension assurances.—The Nation.

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